THE CORRELATION BETWEEN STUDENTS' MASTERY OF COMPUTER TERMS AND THEIR READING ABILITY AT THE SECOND YEAR STUDENTS SMK HASANAH PEKANBARU

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The Thesis entitled "*The Correlation Between Students' Mastery of Computer Terms and Their Reading Ability at the Second Year Students SMK Hasanah Pekanbaru",* is written by Winarsih, NIM. 10514000435. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The researcher

WINARSIH

ABSTRAK

WINARSIH (2011) : "Hubungan antara Penguasaan Siswa Tentang Ilmu Computer dan Kemampuan Membaca di Kelas 2 SMK Hasanah Pekanbaru"

Dalam persetujuaan penulis melihat beberapa masalah yang harus di bahas dan di selesaikan penelitian ini bertujuaan untuk mengetahui yg mana penguasaan tentang ilmu computer dan apakah ada hubungan antara penguasaan ilmu computer terhadap ilmu kemampuan membaca dan factor-factor apa saja yang mempengaruhi ilmu computer siswa terhadap kemampuan membaca.subjek penelitian ini adalah penguasaan siswa tentang ilmu computer dan kemampuan membaca,semantara objek penelitian ini adalah siswa kelas 2 SMK Hasanah Pekanbaru .jumlah seluruh siswa adalah 49 orang .pada penelitiaan ini mengambil setengahnya,menjadi 40 siswa dalam mengumpulkan data penulis menggunakan tes dan quesener tes digunakan untuk menemukan penguasaan siswa dalam ilmu computer sementara kosener di gunakan untuk menemukan factor yang mempengaruhi penguasaan siswa dala,m ilmu computer dalam menganalisa data penulis menggunakan persentase berdasarkan hasil ditemukan bahwa kemampuan membaca siswa dapat dikatagorikan sebagai cukup hipotesis awal diterima yang mengindikasikan bahwa ada hubungan yang signifikan antara penguasaan ilmu computer siswa terhadap kemampuaan membaca pada akhir nya,minimnya motivasi siswa merupakan factor internal yang disebabkan oleh jarang siswa bertanya dan lama proses belajar mengajar ketika mereka tidak mengerti pelajaran.terlebih-lebih lagi guru tidak menyajikan materi dengan menarik dan tidak memotivasi siswa dalam proses belajar mengajar sebagai eksternal factor.

ABSTRACT

WINARSIH (2011): "The Correlation Between Students' Mastery of Computer Terms and Their Reading Ability at the Second Year Students SMK Hasanah Pekanbaru."

In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. It was firstly proven by the writer through her preliminary research before doing the research which showed the symptoms as explained as follows: Most of the students have studied all kinds of text type but they are still confused to differentiate each other, Some of the students have understood the example of each text given by the teacher but they cannot implement in the real writing, Some of the students are able to write recount text in a good linguistic features and schematic structure, but they can't use them in narrative text well, and Some of the students are able to write narrative text in a good linguistic features and schematic structure, but they can't use them in recount text well.The design of this study belongs to descriptive quantitative research which describes the students' ability in writing recount and narrative text. This research is aimed at finding the students' ability in writing recount and narrative texts and to know the factors influencing students' ability in writing recount and narrative text. Based on the research finding, the result can be concluded that Students' score in writing recount is better than narrative. It can be concluded because the students' ability in writing recount is categorized "enough" and students' ability in writing narrative is categorized "less". While the factors influencing students' ability in writing recount and narrative is their attitudes in learning, external factor such as teachers' role in learning, the curriculum and the facilities.

الملخص

ونرسي (2011) "الطلاب القدرة على إعادة فرز الأصوات في الكتابة والنصوص السردية في السنة الأولى بمدرسة العالية الحكومية الواحدة باكنباروا"

اهداف هذا البحث لتوصيف تنفيذ نموذج التعليم التعاونى التعلم بنموذج الفرقة المساعدة النفسية (ت أ إى) فى ترقية مهارة اتصال الحساب لتلاميذ صل لسابع فى مدرسة الثانوية المهاجرين بديس فنجوران كاديغ لحي تافوغ فى منطقة كمفار. تكوين هذا البحث " كيف تنفيذ نموذج التعليم التعاونى التعلم بنموذج الفرقة المساعدة النفسية (ت أ إى) فى ترقية مهارة اتصال الحساب لتلاميذ الفصل السابـ فى مدرسة الثانوية المهاجرين بديس فنجوران كاد يغ لحي تافوغ فى منطقة كمفارعن المادة صيغة المسطح المربع ? هذا البحث من فعلية الفصل. مبحوث هذا البحث تلاميذ الفصل لسابع فى المدرسة الثانوية المهاجرين ، فنچوران كاديغ لحي تافوغ فى منطقة كمفار بعد د ٢٨ تلميذا وموضوع هذا البحث مهارة اتصال الحساب للتلاميذ. التقنية لجمع البيانات فى هذا البحث بالإختبار, لكل موجه. وتعطى الباحثة الدرجة لكل السؤال من مهارة اتصال الحساب قبل او بعد التنفيذ. وتحلل البلحثة بوصفية كيفية. بناء من تحليل البيانات فى هذا لبحث , تجد الكاتبة الخلاصة ان نموذج التعليم التعاونى التعلم, بنموذج الفرقة المساعدة النفسية (ت أ إى) اسطاع لترقية مهارة اتصال الحساب لميذ الفصل السابع فى المدرسة الثانوية المهاجرين بديس فنچوران كاديغ لحي تافوغ فى منطقة كمفار.

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CHAPTER I

INTRODUCTION

A. Background

One can hardly deny that English plays a very important role in the major aspects of life in this global era. It is the most widely spoken language in the world so that English today is fast becoming a lingua franca of international trade and commerce. With the challenges posed by globalization and technological advances, Information and Communication Technology (ICT) has become the most crucial one in gathering scientific information available on electronic media. It is also observed that most of the books of science and technology are written in English.

One of the technology products is computer. From techterms@whatis.com, definition of computer is a device that accepts information (in the form of digitalized data) and, manipulates it for some result based on a program or sequence of instruction on how the data are to be processed. Complex computers also include the means for storing data (including the program, which is also a form of data) for some necesssary durations. Technology plays an important role in the education of students with exceptionalities. Adapted and specially designed technology and media can contribute enormously to effective instruction off all students and can help them achieve at their highest potential regardless of their innate ability.

Computer is a machine that manipulates data according to a list of instructions. The language used in the instruction program at computer is

English, therefore students must read carefully to get the point of the instruction.

To understand the instruction, students must become effective reader. The first is discipline of study. Readers must plan special time to read and study. The second is practice reading.[3] More practice reading students can get how to be a good reader, students may not read at all articles for getting information, because it spent much time. But, they can find what the main ideas in that article. So, when the students become effective reader they can understand the computer instruction.

In Indonesia, English is one of the foreign languages taught, beginning from Elementary School up to University and using KTSP curriculum. At the elementary school level, English taught as a local content, while at junior and senior high school levels, it is offered as a compulsory subject with a time allocation of four hours a week at year one and two, and five hours at year three a week. At the university or college, it is accorded for two to four credit hours and the curriculum focuses on English for specific purposes.

SMK Hasanah is one of senior high schools in RIAU province. English is taught twice a week. The curriculum is KTSP in 2006 that is focused on English for specific purpose that is English for computer (the contents of syllabus are input, process, output, storage devices, software, electronic communication, LANS and WANS, internet issues, and New Technology. All of the content will be mastered by all of the students. Based on the school purposes, the goal of teaching English for computer are; the students are able to

differentiate, master and identify the computer terms in reading comprehension based on rules taught. The writers' previous observation showed that many learners of English including students of SMK Hasanah Pekanbaru cannot diffrentiate the computer terms, do not master the computer terms and still confuse to identify computer terms in reading comprehension. The teachers of second year students of SMK Hasanah Pekanbaru are qulified, educated, and professional teachers. They have been taught how to identify computer terms in reading comprehension, how to master and to differentiate the computer terms. Teachers taught the students based on syllabus and using text book. Teachers taught how to read computer terms in reading comprehension. They also used various at andsegiest in teaching. All of these need students' reading ability to master computer terms. But in fact, many students are still confused to identify computer terms in reading comprehension.

Based on the observation above, the writers' point of view that eventhough the second year students of SMK Hasanah have been studying English for computer for four semesters, but in fact, some of the students do not reach KKM score, then some of them are not able to differentiate, master and identify computer terms in reading comprehension. It can be seen from the following symptoms

1. The students have been taught all of the contents of the syllabus of the computer, but some of them are not able to differentiate the English computer terms of input, process, output devices, storage devices, software,

electronic communication, LANS and WANS, internet issues, and New Technology.

2. Some of the students do not master all of the contents in syllabus of the computer terms.
3. Some of the students often get problems to identify computer terms especially hardware in reading passage.
4. Some of the students often get problems to find out the computer terms dealing with the meaning in Indonesian.
5. The students have been taught how to read computer terms in computers' article, but some of them often get problem to comprehend computer terms.

From the above symptoms, the writer was interested in implementing studies entitled **THE CORRELATION BETWEEN STUDENTS' MASTERY OF COMPUTER TERMS AND THEIR READING ABILITY AT THE SECOND YEAR STUDENTS OF VOCATIONAL SENIOR HIGH SCHOOL HASANAH PEKANBARU**

B. Problem

1. Identification Problem.

Computer terms are one of the materials that should be learned by second year students of SMK Hasanah. Computer terms must be understandable for them. From the symptoms we can see that the problems are:

a. Why have the students been taught the hardware unit of the computer, but some of them are not able to differentiate English computer terms of input, process, output devices storage devices, software, electronic communication, LANS and WANS, internet issues, and New Technology?
b. Why do some of the students not master all of the contents in syllabus of the computer terms?
c. Why do some of the students often get problem to identify computer terms especially hardware in reading passage?
d. Why do some of the students find difficulties to find out the computer terms dealing with the meaning in Indonesia?
e. Why have the students been taught how to read computer terms in computers' article, but some of them often get problem to comprehend computer terms?

2. The Limitation of the Problem

Based on the identification of the problems above, the writer needs to limit the problems into the correlation between students' mastery of computer terms especially in hardware terms and reading ability and the factors that infuence it. The writer chooses the second year students of information program only.

3. The Formulation of the Problem

The formulation of the problem of this research is formulated as follows:

a. How is the students' mastery of computer terms?
b. How is the student reading ability?
c. Is there any significant correlation between students' mastery of computer terms with their reading ability?

C. The General Objective of the Research

1. To identify the students' reading ability in mastery computer terms.
2. To identify the correlation between students' mastery of computer terms with their reading ability.
3. To identify the factors that influence the students' mastery of computer terms toward their reading ability?

D. The Needs for the Research

1. To provide some information for English teachers concerning with students' ability in understanding English of computer terrms.
2. To contribute some inputs to the students, to increase their English ability especially about understanding computer terms
3. To provide an emperical data and information about students' mastery of English computer terms.
4. To contribute some information to the second year students of SMK HASANAH about their English ability for the mastery of computer terms.

E. Definition of the Terms

1. Hornby states that there are two definitions of ability. First is to do something the fact that somebody or something is able to do. Second is a level of skills or intelegence (2002:2).

   Students' ability is capacity or power of the students in mastering their subject matters (Hornby: 1989:2). It is always associated with capacity of students to do acomplish a text given dealing with certain requirements. So, definition of ability in this research is the capacity of the students to do acomplish the computer terms in reading text.
2. Computers are electronic machines which can accept data in certain form, process data and give the results of the processing in a specified format as information. (Santiago and Ramacha Esteras: 7).
3. Computer terms are the glossaries or vocabularies about computers. (Santiago and Ramacha Esteras: 151).

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Theoritical Framework

1. Student Mastery

Mastery cannot be taught, only learned and experienced. We are all natural learners by design, or we would not have lived last long. Traits that associate with students' mastery include:

a. Inquisitive - the student mastery is curious about everything. By posing questions she generates interest even in mundane things.
b. Able to Focus Attention - the world, to a child, is new. The student mastery can focus attention, making the world always new.
c. Willing to Change - the student mastery welcomes the unknown and open to change in his environment and changes in himself.
d. Able to Organize and Sort - she plays with information, organizing pieces of data to discover relationships.
e. Competent - mastery of basic skills is important to him, and he practices until he knows them cold.
f. Joyful - she smiles at nothing in particular other than amazement at the world and her experience of it.
g. Able to Suspend Judgment - he has opinions and positions, but he is able to let them go when appropriate. He doesn't let judgment get in the way of learning. Instead of "Prove it to me and then I'll believe it," he asks, "What if this was true?" and explores the possibilities.

h. Energetic - she has a spring in her step, is enthusiastic in class, and plays with the same intensity.
i. Well - he values his body and treats it with respect, and he tends to his emotional and spiritual health, as well.
j. Self-Aware - she regularly examines her life and evaluates herself and her behaviour.
k. Responsible - he knows the difference between responsibility and blame. Rather than blame the cafeteria help for cold eggs, he gets up earlier next time.
l. Willing to Risk - she takes on projects without guarantee of success, difficult topics in term papers, the risks of a challenging course.
m. Willing to Participate – he is not happy on the sidelines; he wants in the game. Others can count on him. He makes a commitment and follows through.
n. Generalist - she is interested in everything, has a broad body of knowledge and can find value in nearly everything.
o. Willing to Accept Paradox - something that seems contradictory or absurd may have meaning.
p. Courageous - he admits his fear and chooses to experience it fully. Presentations are opportunities to explore feelings of anxiety and tension.
q. Self-Directed - rewards or punishments offered by others do not motivate her. Her motivation to learn comes from within.
r. Spontaneous - he responds to the moment in fresh and surprising ways.

s. Relaxed About Evaluations - she recognizes that evaluations are important, but they are not the only reason she studies. She does not measure her worth as a human by some instructor's one-page dictum.

t. Intuitive - he has learned to trust his feelings, and he works to develop that sense.

u. Creative - he can gather pieces of knowledge from a wide range of subjects and put them together in a new way. This is true in every aspect of his life.

v. Willing to be Uncomfortable - when discomfort is necessary to reach a goal, she is willing to endure it and to look at unpleasant things with detachment.

w. Accepting - he accepts himself, the people around him and the challenges that life offers.

x. Willing to Laugh - her sense of humor includes the ability to laugh at herself.

y. Hungry - Humans begin life with an appetite for knowledge. He taps into that hunger with the desire to learn for the sake of learning.

z. Willing to Work - inspiration is followed by sweat. Genius and creativity are mostly the result of persistence and work. She works with the intensity and focus of a child at play. (Ellis, David. *Becoming a Master Student*. NY: Houghton Mifflin Co., 1997).

2. Computer Terms

Computers are electronic machines which can accept data in a certain form, process the data and give the result of the processing in a specified format as information. (Santiago and Ramancha Esteras, 1999:7)

The basic steps are involved in the process, *first*, data are fed into the computer's memory. *Then,* when the program is run, the computer performs a set of instructions and processes the data. *Finally,* we can see the results (the output) on the screen or in printed form.

Computer term is the glossary or terminology of the computer in both software and hardware.

Information in the form of data and programs is known as **software**, and the electronic and mechanical parts that make up a computer system are called **hardware.** A standard computer system consists of three main sections: the central processing unit (CPU), the main memory and the peripherals.

Perhaps the most influential component is the **central process unit.** Its function is to execute program instructions and coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The **main memory** holds the instructions and data which are currently being processed by the CPU. The peripherals are the physical units attached to the computer. They include storage devices and input.output devices.

Storage devices (floppy, hard or optocal disks) provide a permanent storage of both data and programs. **Disk drives** are used to handle one or

more floppy disks. **Input devices** enable data to do into the computer's memory. The most common input devices are the **mouse** and the **keyboard. Output devices** enable us to extract the finished product from the system. For example, the computer shows the output on the monitor or prints the results onto paper by means of a **printer.**

On the real panel of the computer there are several ports into which we can plug a wide range of peripherals – modems, fax machines, optical drives and scanners.

These are the main physical units of a computer system, generally known as the **configuration.**

The nerve centre of a microcomputer is the Central Processing Unit or CPU. This unit is built into single microprocessor chip – an integrated circuit – which executes program instructions and supervises the computer's overall operation. The unit consists of three main parts:

a. The **control unit**, which examines the instructions in the user's program, interprets each instruction and causes the circuits and the rest of components – disk drives, monitor, etc. – to be activated to execute the functions specified.
b. The **arithmetic logic unit** (ALU) performs mathematical calculations (+,-,etc) and logical operations (and, or, etc).
c. The **registers,** which are high-speed units of memory used to store and control information. One of these registers is program counter (PC) which keeps track of the next instruction to be performed in the main

memory. Another is the instruction register (IR) which holds the instruction that is currently being executed.

One area where microprocessors differ is in the amount of data – the number of bits – they can work with at a time. There are 8, 16, 32, 64 bit processors. The computer's internal architecture is envolving so quickly that the new 64-bit processors are able to address 4 billion times more information than a 32-bit system.

The program and data which pass through the central processor must be loaded into the **main memory** (also called the **internal memory**) in order to be processed. Thus, when the user runs an application, the microprocessor looks for it on secondary storage devices (disks) and transfer a copy of the application into the RAM area. RAM is temporary, i.e. its infomation is lost when the computer is turned off. However, the ROM section is permanent and contains instructions needed by the processor.

The main memory of a computer is also called the 'immediate access store', as distinct from any storage memory available on disks. Microcomputers make use of two types of main memory : RAM and ROM, both contained in electronic chips connected to the main board of the computer.

RAM stands for 'random access memory' and is the working area of the computer. That is, the basic location where the microprocessor stores the required information. It is called 'random access' because the processor can find information in any cell or memory address with equal speed, instead of

looking for the data in sequential order. All the information stored in the RAM is temporary. So it is lost when the machine is turned off. Therefore, if we want to use this information later on, we have to save it and store it on a disk. When running an application, the microprocessor finds its location in the storage device (the floopy or hard disk) and transfers a temporary copy of the application to the RAM area. Consequently, the size of RAM is very important if we want to increase the performance of a computer when several applications are open at the same time or when a document is very complex.

The RAM capacity can sometimes be expanded by adding extra chips. These are usually contained in single in-line memory modules or SIMMs, which are installed in the motherboard of the computer.

We can designate a certain amount of RAM space as a **cache** in order to store information that an application uses repeatedly. A RAM cache may speed up our work, but it means that we need enough internal memory or a special cache card.

ROM is an acronym for ‘read only memory’, which implies that the processor can read and use the information stored in the ROM chip, but cannot put information into it. ROM chips have ‘constant’ information, including insructions and routines for the basic operations of the CPU. These instructions are used to start up the computer, to read the information from the keyboard, to send characters to the screen, etc. They cannot be

changed and are not erased when the power is turned off. For this reason, the ROM section is also referred to as **firmware**.

In the computer, in processing the data have **Input** – **Process** – and **Output.** Based on Wikipedia, Input is an **input device** is any peripheral (piece of computer hardware equipment) used to provide data and control signals to an information processing system (such as a computer). Input and output devices make up the hardware interface between computers as a scanner or 6DOF controller. Many input devices can be classified according to:

a. Modality of input (e.g. mechanical motion, audio, visual, etc.)
b. The input is discrete (e.g. key presses) or continuous (e.g. a mouse's position, though digitized into a discrete quantity, is fast enough to be considered continuous)
c. The number of degrees of freedom involved (e.g. two-dimensional traditional mice, or three-dimensional navigators designed for CAD applications) Pointing devices, which are input devices used to specify a position in space.
d. Whether the input is direct or indirect. With direct input, the input space coincides with the display space, i.e. pointing is done in the space where visual feedback or the cursor appears. Touch screens and light pens involve direct input. Examples involving indirect input include the mouse and trackball.

e. Whether the positional information is absolute (e.g. on a touch screen) or relative (e.g. with a mouse that can be lifted and repositioned)

Note that direct input is almost necessarily absolute, but indirect input may be either absolute or relative. For example, digitizing Graphics tablets that do not have an embedded screen involve indirect input and sense absolute positions and are often run in an absolute input mode, but they may also be setup to simulate a relative input mode where the stylus or puck can be lifted and repositioned.

a. Keyboards

A 'keyboard' is a human interface device which is represented as a layout of buttons. Each button, or key, can be used to either input a linguistic character to a computer, or to call upon a particular function of the computer. Traditional keyboards use spring-based buttons, though newer variations employ virtual keys, or even projected keyboards. Examples of types of keyboard include:

1) Computer keyboard
2) Keyer
3) Chorded keyboard
4) LPFK

b. Pointing Devices

A **pointing device** is any human interface device that allows a user to input spatial data to a computer. In the case of mice and touch screens, this is usually achieved by detecting movement across a physical surface. Analog devices, such as 3D mice, joysticks, or pointing sticks, function by reporting their angle of deflection. Movements of the pointing device are echoed on the screen by movements of the cursor, creating a simple, intuitive way to navigate a computer's GUI.

c. High-degree of Freedom Input Devices

Some devices allow many continuous degrees of freedom as input. These can be used as pointing devices, but are generally used in ways that don't involve pointing to a location in space, such as the control of a camera angle while in 3D applications. These kinds of devices are typically used in CAVES, where input that registers 6DOF is required.

d. Composite Devices

Input devices, such as buttons and joysticks, can be combined on a single physical device that could be thought of as a composite device. Many gaming devices have controllers like this. Technically mice are composite devices, as they both track movement and provide buttons for clicking, but composite devices are generally considered to have more than two different forms of input.

1) Game controller
2) Gamepad (or joy pad)
3) Paddle (game controller)
4) W2 Remote

e. Imaging and Video Input Devices

Video input devices are used to digitize images or video from the outside world into the computer. The information can be stored in a multitude of formats depending on the user's requirement.

1) digital camera
2) Webcam
3) Image scanner
4) Fingerprint scanner
5) Barcode reader
6) 3D scanner
7) Laser rangefinder
8) Medical Imaging
9) Computed tomography
10) Magnetic resonance imaging
11) Positron emission tomography
12) Medical ultrasonography

f. Audio Input Devices

In the fashion of video devices, audio devices are used to either capture or create sound. In some cases, an audio output device can be used as an input device, in order to capture produced sound.

1) Microphone
2) MIDI keyboard or other digital musical instrument

g. Process

In computing, a **process** is an instance of a computer program that is being executed. It contains the program code and its current activity. Depending on the operating system (OS), a process may be made up of multiple threads of execution that execute instructions concurrently.

A computer program is a passive collection of instructions; a process is the actual execution of those instructions. Several processes may be associated with the same program; for example, opening up several instances of the same program often means more than one process is being executed. Multitasking is a method to allow multiple processes to share processors (CPUs) and other system resources. Each CPU executes a single task at a time. However, multitasking allows each processor to switch between tasks that are being executed without having to wait for each task to finish. Depending on the operating system implementation, switches could be performed when tasks perform

input/output operations, when a task indicates that it can be switched, or on hardware interrupts.

A common form of multitasking is time-sharing. Time-sharing is a method to allow fast response for interactive user applications. In time-sharing systems, context switches are performed rapidly. This makes it seem like multiple processes are being executed simultaneously on the same processor. The execution of multiple processes seemingly simultaneously is called concurrency.

For security and reliability reasons most modern operating systems prevent direct communication between independent processes, providing strictly mediated and controlled inter-process communication functionality.

In general, a computer system process consists of (or is said to 'own') the following resources:

1) An *image* of the executable machine code associated with a program.
2) Memory (typically some region of virtual memory); which includes the executable code, process-specific data (input and output), a call stack (to keep track of active subroutines and/or other events), and a heap to hold intermediate computation data generated during run time.
3) Operating system descriptors of resources that are allocated to the process, such as file descriptors (UNIX terminology) or handles (Windows), and data sources and sinks.

4) Security attributes, such as the process owner and the process' set of permissions (allowable operations).
5) Processor state (context), such as the content of registers, physical memory addressing, etc. The *state* is typically stored in computer registers when the process is executing, and in memory otherwise.

The operating system holds most of this information about active processes in data structures called process control blocks (PCB). Any subset of resources, but typically at least the processor state, may be associated with each of the process' threads in operating systems that support threads or 'daughter' processes.

The operating system keeps its processes separated and allocate the resources they need so that they are less likely to interfere with each other and cause system failures (e.g., deadlock or thrashing). The operating system may also provide mechanisms for inter-process communication to enable processes to interact in safe and predictable ways

h. Output Devices

An **output device** is any piece of computer hardware equipment used to communicate the results of data processing carried out by an information processing system (such as a computer) to the outside world.

In computing, input/output, or I/O, refers to the communication between an information processing system (such as a computer), and the

outside world. Inputs are the signals or data sent to the system, and outputs are the signals or data sent by the system to the outside. Examples of output devices:

1) Speaker
2) Headphones
3) Screen (Monitor)
4) Printer

3. Students' Mastery of Computer Terms.

As we know, computer terms are definitions of computer glossary. It will be mastered by the students for knowing what terms are they. Student will know about terms of computer for hardware and software, and then they can differentiate it.

All of tasking in the computer must be mastered by the students', because of that are clue for what will we do in the computer. So, in other word, if we want operate computer, we must mastered the computer terms.

Based on the curriculum used in SMK HASANAH, the goal of teaching English for computer are ; the students are able to differentiate, mastered and identified the computer terms in reading comprehension based on rules taught.

4. Vocabulary on Computer Terms

Computer terms are the glossaries or vocabularies about computers. (Santiago and Ramacha Esteras, 1999:151). For the example: reboot is to restart the computer, serial port is interface port on a modem, mouse or printer used to communicate with the computer. It transmits and receives bits of data one after the other. Compare with parallel port. Then software is programs or instruction executed by the computer.

Computer term is the definition about computer similar to vocabularies about computer. We must know the definition of computer terms, because it makes it easier in understanding the computer instruction.

Computer terms related into vocabularies or the glossaries about computer. The definition of vocabularies (Hornby, 989:1425) defines that vocabulary is the total number of words that make up a language. The main key to master English language is vocabulary.

From the definition above, vocabulary indicates that it has embraced two meanings. It deals with a particular person's knowledge of words; and the other deals with explanations of the meaning of words.

As computer students, they need to learn what words are used they to master as many as possible vocabularies in order to make easier in listening, speaking, reading, and writing.(Burton. 1982:83) says, the mark of a good speaking or writing is the use of words. The types of word and how they are used to create vivid image and convey precise meaning.

To master something or lesson, the student needs to have the vocabularies as better as possible. To increase the vocabulary based on Rose Wassman and Ann Rinsky (p. 36) state that there are some ways, as follows:

a. Learn to use the context efficiently.
b. Use the word parts (prefixes, suffixes, and roots) you already know and apply them to unknown words. Learn additional common words parts.
c. Develop a systematic way to collect words you read hear but whose meaning is unclear.
d. Use mnemonic with visualization and association.
e. Use the dictionary routinely to help you pronounce words and understand their meaning.
f. Use the sources the find synonyms and antonyms.

In term of meaning, vocabulary is related to the three aspects of meaning. The first aspect concerns with definition provide in a dictionary. This aspect is probably the most common way where vocabulary is studied. A language teacher often asks his/her students to look up their dictionary to know what a word means.

The second aspect is the meaning in the mental image. Persons who know the meaning of words often associate the meaning into their image of the things represented by the words. The mental image, however it does not always guarantee that they always associate between words and the image.

English vocabulary has a remarkable range, flexibility, and adaptibility. Vocabulary is knowledge of words and words meaning as the

Stevent sthal (2005) puts it “vocabulary knowledge is knowledge of words not only implies a defenition, but also implies how that fits into the word.” Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of the lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

5. Reading Ability

Ability is the capacity or power to do something physically or mental (Hornby,1991:1). While in education.yahoo.com, there are three definitions of ability:

a. The quality of being able to do something especially the physical, mental, financial or legal power to accomplish something.
b. A natural or acquire skill talent.
c. The quality of being able suitable for or receptive to a specified treatment.

In this research; ability means the skill or knowledge that the students have about Reading.

According to Webster (1980) ability means power to perform an act, physicall or mental, either before or after training. Moreover, in the Heritage Illustrated Dictionary of English Language (1969:41) states that ‘ability’ means the full command of some subjects of study. Furthermore, Mifflin (1989) also defines ability as follow:

a. The quality of being able to do something, especially the physical, mental, financial, or legal power to acomplish something.
b. A natural or acquired skill or talent.
c. The quality of being suitable for or receptive to a specified treatment; capacity: the ability of a computer to be configured to use as a file server.

Bloom (1959; in Nefira 2005:5) said that there are six characteristics of mental activity (ability) as follows:

a. Knowledge.
b. Comprehension.
c. Application.
d. Analysis.
e. Synthesis.
f. Evaluation.

Based on the theories, 'ability' can be defined as the result that is gained by someone after learning the materials of subject matter within a certain period of time. This test uses their oral ability which means their influence to express their ideas, opinions, etc.

To gain the ability of learning is necessary for one to consider some factors, which can determine the ability. Slameto(1991:54) devides the factors as follows:

a. Internal factors cover all of oneself, including physical and nonphysical aspects that play important roles for the success of learning. Such as intelligence, attitude, talent, and motivation.

b. External factors cover the outside of the one selfness, for instance, the place which is not suitable for her, the physical instruments which are not favorable enough, and then the natural and social milieu that do not support to get a good ability of learning. Furthermore, Sumadi (1984:253) classifies:
   1) The factors, which are from the outside of the learner. This can be classified into two sections namely, social factor and nonsocial factor.
   2) The factors, within the learner himself. It also can be classified into two sections, the physical and psycological factors.
c. Approaching the learning. It consists of high approaching (speculative and achieving), middle aproaching (analytic and deep) and low approaching (reproductive and surface).

According to Sardiman (2004:46) says that physicological factors in learning can be classified as follows : Attention, observation, responds memory, imagination, talent, and motivation.

Arden (in Sardiman 2004:46) says that there are some factors that support someone in learning, they are:

a. There is a curious factor from students.
b. There is a creative factor from students.
c. There is a wish to get simpathy from parents, teachers and friends.
d. There is a wish to improve failure.
e. There is a wish to get good feeling when master subject matter.
f. There is a punishment at the end of study.

While Maslow (in Sardiman 2004:47) says that there are supports in learning, they are:

a. There is a need of physic.

b. There is a need of safety.

c. There is a need to get respect from society.

d. There are needs to love and acceptance in relating with other people.

e. There is a need to suggest ourselves.

Learning in different forms will face all the factors which influence the ability of learning. It will depend on where or when the learners. All of these are the learners' experiences in her learning proccess. Therefore, these cases will determine whether or not the learner are succesful in their learning. The way of learning which are done by the learners as formulation of some factors may be as the main factor of learning ability.

Based on the description above, the writer concludes that ability is the power of understanding a matter that involves both mental and physical after they get some experiences through learning. Learning ability here refers to the ability of students in changing English sentences from direct into indirect speech without the changing the meaning.

So reading ability is the power of understanding a matter that involves both mental and physical after they get some experiences through learning.

6. Reading Computer Terms.

Based on the explanation above, there are computer terms in reading passage; all of the students must comprehend it. Based on the curriculum used in SMK HASANAH, the goal of teaching English for computer are; the students are able to differentiate, mastered and identified the computer terms in reading comprehension based on rules taught.

So, when the students want to read computer terms in reading passage, they must be able to differentiate, mastered and identified the computer terms in reading passage. Then they must be able to scan computer terms in reading passage. The example of reading computer terms:

Computer Configuration

Computers are electronic machine which can accept data in a certain form process the data and give the results of the processing in a specified format as information.

Three basic steps are involved in the process. First, data is fed into the computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form.

Information in the form of data and programs is known as software, and the electronic and mechanical parts that make up computer system consist of three main sections: CPU, the memory and the peripherals.

Perhaps the most influential component is CPU (central processing Unit). Its function is to execute program instructions and coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The main memory holds the instructions and data which are currently being processed by the CPU. The peripherals are the physical units attached to the computer. They include storage devices and input/output devices.

Storage devices provide a permanent storage of both data and programs. Disk drives are used to handle one or more floppy disks. Input devices enable us to extract the finished product from the system. For example, the computer shows the output on the monitor or prints the results onto paper by means of a printer.

On the rear panel of the computer there are several ports into which can plug a wide range peripherals – modems, fax machine optical drives and scanners.

These are the main physical unit of a computer system, generally known as configuration.

B. Relevance Research

In this part, the writer discusses some previous researches about the ability in understanding computer terms. Before, the other writers had researched the technique or methods understanding computer terms by using picture, demonstration, games, matching method in understanding computer terms and the result were effective. In this research, the writer is interested in doing research "The Correlation between Stiudents Mastery of Computer Terms and Their Reading Ability at the Second Year Department of Information and Computer Students of SMK Hasanah."

M. Taufik Ihsan (2009) in Students Ablity in Understanding Computer Terms at D3 Program of AMIK RIAU. He found in his research that the result of data analysis concluded that the ability of computer terms by D3 Program of AMIK RIAU is bad.

To complete this research, the writer needs another research that investigated a research, which is relevant to this research.

C. Operational Concept

Operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the opertional concept is still in an abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two vaibles in this research:

They are: Variable X is Students' Mastery of Computer Terms

Variable Y is Students' Reading Ability

Variable X is independent variable

1. The students' are able to identify the computer terms of input devices.
2. The students' are able to identify the computer terms of process devices.
3. The students' are able to identify the computer terms of output devices.
4. The students' are able to identify the computer terms of Storage devices
5. The students' have ability to differentiate the computer terms of input, devices.
6. The students' have ability to differentiate the computer terms of process devices.
7. The students' have ability to differentiate the computer terms of output devices.
8. The students' are able to classify some of the computer terms of input, process, output, and storage devices.

Variable Y is dependent variable

1. The students are able to identify the topic of reading texts.
2. The students are able to identify the main idea of reading texts.
3. The students are able to identify the specific information of reading texts .
4. The students are able to identify the meaning word form of reading texts.
5. The students are able to identify the synonym of reading texts.

D. The Assumptions and Hypothesis

1. The Assumptions

The students' mastery and the reading ability of computer terms among them are various.

2. The Hypothesis

Ha : There is a significant correlation between students mastrey of com[uter terms and their reading ability at the second year students of department of information and computer of SMK HASANAH.

Ho : There is no significant correlation between students mastrey of computer terms and their reading ability at the second year students of department of information and computer of SMK HASANAH.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. The Design of the Research

This research is a correlational study. There are two variables used in this research. Fisrtly, the students‘ mastery of computer terms is the independent variable (X) and dependent variable (Y) is the students reading ability.

B. Time and Location of the Research

This research was conducted in Desember 2010. This research was conducted at second year students of department information and computer of SMK HASANAH. It is located on Cempedak street Pekanbaru.

C. The Subject and Object of the Research

The subjects of this research is the students' mastery of computer terms and their reading ability, and the object of this research is the second year students of department information and computer of SMK HASANAH.

D. The Population and Sample of the Research

The population of this research is all of the second year students of department information and computer of SMK HASANAH which consists of two classes. The number of population are 79 students. In this case, the writer took sample 50% from the total population that is 40 students. For more information, it is presented at the following table below:

E. Technique of Data Collection

The technique of data collection was a test and questionnaire. The function of using the test is to find out the ability of the students' mastery of

computer terms. The test items covered their ability in understanding computer terms. The test consists of 40 items. The type of question consists 30 items of multiple-choice question and 10 items of matching test.

The multiple-choice test is used to identify students' ability in understanding computer terms. Such as what is the meaning of animation? Animation is the process of creating and recording images that change over time, And etc.

In matching test, the writer asks the students to match the computer terms with their definition.

The function of questionnaire is to identify the factors that influence student's mastery in computer terms.

Try out

Before giving the test to students, the writer conducted a try out to verify the test whether they are valid and reliable or not. It is done to find the level of difficulty. If the level of item is between 30% and 70%, it is valid. The test item has to be changed. The difficulty level on each item is calculated by using the following formula:

$$FV = \frac{R}{N}$$

FV = The difficulty test

R = The number of correct answer

N = The number of students

(Heaton, 1988: 178)

F. Technique of Data Analysis

To analyze the data the following formula is uaed:

1. Product Moment Correlation Cooficient (*r*).

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left(\sum fx'^2 - \frac{(\sum fx')^2}{N}\right)\left(\sum fy'^2 - \frac{(\sum fy')^2}{N}\right)}}$$

2. To find out the percentage of students' reading ability in mastering computer terms, the writer uses the following formula:

$$P = \frac{f}{N} \times 100\%$$

P = The Percentage

f = The frequency

N = The number of students (Sudiyono, Anas: 2003:40)

In order to interpret the level of students' score, the writer uses the scale from Anas sudijono (2003: 35) as follows

TABLE 3.1

The Score of Students' Ability Level

The Score of Ability Level	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
46 – 55	Less
0 – 45	Fail

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Description of the Research

The research consists of two variables. In this chapter, the writer presents the data in order to find out the correlation study between students' mastery computer terms with their reading ability. There are two formulations of the problem that should be analyzed in this chapter to find the answer of this study. The problems are as follows:

a. How is the students' reading ability in mastering computer terms?
b. Is there any correlation between students' mastery of computer terms with their reading ability?

All of the formulation will be connected to the syllabus (input, process, output, storage devices, software, electronic communication, LANS and WANS, internet issues, and New Technology).

This chapter consists of data presentation and data analysis. After the data have been collected, the next step is to present the data that have been obtained through test. The data presentation of the test result is shown at the following table.

a. Students' ability in mastering computer terms.

1) Part 1: The result of students' score in answering the test about computer terms of input devices

TABLE IV.1.1

THE STUDENTS SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF INPUT DEVICES

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	2	4	50	Less
Student 2	3	4	75	Good
Student 3	2	4	50	Less
Student 4	1	4	25	Fail
Student 5	2	4	50	Less
Student 6	1	4	25	Fail
Student 7	1	4	25	Fail
Student 8	2	4	50	Less
Student 9	2	4	50	Less
Student 10	1	4	25	Fail
Student 11	1	4	25	Fail
Student 12	3	4	75	Good
Student 13	2	4	50	Less
Student 14	2	4	50	Less
Student 15	1	4	25	Fail
Student 16	2	4	50	Less
Student 17	0	4	0	Fail
Student 18	1	4	25	Fail
Student 19	2	4	50	Less
Student 20	2	4	50	Less
Student 21	3	4	75	Good
Student 22	1	4	25	Fail
Student 23	2	4	50	Less
Student 24	2	4	50	Less
Student 25	1	4	25	Fail
Student 26	3	4	75	Good
Student 27	2	4	50	Less
Student 28	1	4	25	Fail
Student 29	2	4	50	Less
Student 30	3	4	75	Good
Student 31	3	4	75	Good
	∑= 56		∑= 1400 x = 45.16	Fail

This table presents that totals of correct answer is 56, number of question is 4 and total of the score is 1400, mean is 45, 16. The result of students' score in answering the test about computer terms of input devices is **Fail**

TABLE IV.1.1.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF INPUT DEVICES

No	Score	Frequency	Total
1.	75	6	450
2.	50	14	700
3.	25	10	250
4.	0	1	0
		$\sum f = 31$	$\sum fx = 1400$

This table presents that frequency of students' ability in understanding computer terms of input devices. There are 6 students get score 75, 14 students get score 50, 10 students get score 25, and 1 student get 0. Total score is 1400.

2) Part 2: The result of students' score in answering the test dealing with computer terms of process devices

TABLE IV.1.2

THE STUDENTS' SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF PROCESS DEVICES

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	3	5	60	Enough
Student 2	2	5	40	Fail
Student 3	2	5	40	Fail
Student 4	2	5	40	Fail
Student 5	2	5	40	Fail
Student 6	4	5	80	Very Good
Student 7	2	5	40	Fail
Student 8	2	5	40	Fail
Student 9	2	5	40	Fail
Student 10	2	5	40	Fail
Student 11	3	5	60	Enough
Student 12	1	5	20	Fail
Student 13	2	5	40	Fail
Student 14	1	5	20	Fail
Student 15	2	5	40	Fail
Student 16	2	5	40	Fail
Student 17	3	5	60	Enough
Student 18	2	5	40	Fail
Student 19	0	5	0	Fail
Student 20	2	5	40	Fail
Student 21	2	5	40	Fail
Student 22	1	5	20	Fail
Student 23	2	5	40	Fail
Student 24	1	5	20	Fail
Student 25	2	5	40	Fail
Student 26	2	5	40	Fail
Student 27	1	5	20	Fail
Student 28	2	5	40	Fail
Student 29	1	5	20	Fail
Student 30	1	5	20	Fail
Student 31	1	5	20	Fail
	∑= 57		∑= 1140 x = 36.77	Fail

This table presents that total of correct answer is 57, number of question is 5, and total of the score is 1140, the mean is 36, 77. The result of students' score in answering the test about computer terms of process devices is categorized into **Fail**

TABLE IV.1.2.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF PROCESS DEVICES

No	Score	Frequency	Total
1.	80	1	80
2.	60	3	180
3.	40	18	720
4.	20	8	160
5	0	1	0
		$\sum f = 31$	$\sum fx = 1140$

This table presents that frequency of students' ability in understanding computer terms of process devices. There is 1 student who obtained the score of 80, 3 students obtained the score of 60, 18 students obtained 40, 8 students obtained 20, and 1 student obtained 0. Total score is 1140.

3) Part 3: The result of students' score in answering the test about computer terms of output devices

TABLE IV.1.3

THE STUDENTS' SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF OUTPUT DEVICES

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	3	4	75	Good
Student 2	3	4	75	Good
Student 3	3	4	75	Good
Student 4	3	4	75	Good
Student 5	4	4	100	Very Good
Student 6	1	4	25	Fail
Student 7	2	4	50	Less
Student 8	3	4	75	Good
Student 9	3	4	75	Good
Student 10	1	4	25	Fail
Student 11	1	4	25	Fail
Student 12	3	4	75	Good
Student 13	1	4	25	Fail
Student 14	4	4	100	Very Good
Student 15	1	4	25	Fail
Student 16	3	4	75	Good
Student 17	3	4	75	Good
Student 18	1	4	25	Fail
Student 19	2	4	50	Less
Student 20	2	4	50	Less
Student 21	2	4	50	Less
Student 22	2	4	50	Less
Student 23	3	4	75	Good
Student 24	2	4	50	Less
Student 25	3	4	75	Good
Student 26	3	4	75	Good
Student 27	3	4	75	Good
Student 28	2	4	50	Less
Student 29	3	4	75	Good
Student 30	3	4	75	Good
Student 31	3	4	75	Good
	∑= 76		∑= 1900 x = 61.29	Enough

This table presents the total of correct answer is 76, the number of question is 4, and the total of the score is 1900, the mean is 61, 29. The result of students' score in answering the test about computer terms of output devices is **enough**.

TABLE IV.1.3.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF OUTPUT DEVICES

No	Score	Frequency	Total
1.	100	2	200
2.	75	16	1200
3.	50	7	350
4.	25	6	150
		$\sum f = 31$	$\sum fx = 1900$

This table presents that frequency of students' ability in understanding computer terms of output devices. 2 students obtained the score 100, 16 students got score 75, 7 students got the score 50, and 6 students got 25. Total score is 1900.

4) Part 4: The result of students' score in answering the test about computer terms of storage devices

TABLE IV.1.4

THE STUDENTS SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF STORAGE DEVICES

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	1	4	25	Fail
Student 2	2	4	50	Less
Student 3	2	4	50	Less
Student 4	3	4	75	Good
Student 5	2	4	50	Less
Student 6	1	4	25	Fail
Student 7	3	4	75	Good
Student 8	1	4	25	Fail
Student 9	0	4	0	Fail
Student 10	3	4	75	Good
Student 11	2	4	50	Less
Student 12	0	4	0	Fail
Student 13	3	4	75	Good
Student 14	1	4	25	Fail
Student 15	1	4	25	Fail
Student 16	1	4	25	Fail
Student 17	1	4	25	Fail
Student 18	1	4	25	Fail
Student 19	3	4	75	Good
Student 20	2	4	50	Less
Student 21	2	4	50	Less
Student 22	2	4	50	Less
Student 23	1	4	25	Fail
Student 24	1	4	25	Fail
Student 25	2	4	50	Less
Student 26	1	4	25	Fail
Student 27	1	4	25	Fail
Student 28	1	4	25	Fail
Student 29	2	4	50	Less
Student 30	2	4	50	Less
Student 31	1	4	25	Fail
	∑= 49		∑= 1225 x = 39.51	Fail

This table presents that total of correct answer is 49, number of question is 4, and total of the score is 1225, the mean is 39,51. The result of students' score in answering the test about computer terms of storage devices is categorized into **Fail**

TABLE IV.1.4.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF STORAGE DEVICES

No	Score	Frequency	Total
1.	75	5	375
2.	50	10	500
3.	25	14	350
4.	0	2	0
		$\sum f = 31$	$\sum fx = 1225$

This table presents the frequency of students' ability in understanding computer terms of storage devices. There are 5 students who got the score 75, 10 students got 50, 14 students got 25, and 2 student got 0. Total score is 1225.

5) Part 5: The result of students' score in answering the test about computer terms of software

TABLE IV.1.5

THE STUDENTS SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF SOFTWARE

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	1	4	25	Fail
Student 2	2	4	50	Less
Student 3	0	4	0	Fail
Student 4	0	4	0	Fail
Student 5	2	4	50	Less
Student 6	1	4	25	Fail
Student 7	0	4	0	Fail
Student 8	1	4	25	Fail
Student 9	2	4	50	Less
Student 10	1	4	25	Fail
Student 11	2	4	50	Less
Student 12	1	4	25	Fail
Student 13	1	4	25	Fail
Student 14	1	4	25	Fail
Student 15	1	4	25	Fail
Student 16	0	4	0	Fail
Student 17	1	4	25	Fail
Student 18	3	4	75	Good
Student 19	1	4	25	Fail
Student 20	2	4	50	Less
Student 21	1	4	25	Fail
Student 22	1	4	25	Fail
Student 23	1	4	25	Fail
Student 24	1	4	25	Fail
Student 25	1	4	25	Fail
Student 26	1	4	25	Fail
Student 27	1	4	25	Fail
Student 28	2	4	50	Less
Student 29	0	4	0	Fail
Student 30	1	4	25	Fail
Student 31	1	4	25	Fail
	∑= 34		∑= 850 x = 27.41	Fail

This table presents that total of correct answer is 34, number of question is 4, and total of the score is 850, the mean is 27,41. The result of students' score in answering the test about computer terms of software is categorized into **Fail**

TABLE IV.1.5.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF SOFTWARE

No	Score	Frequency	Total
1.	75	1	75
2.	50	6	300
3.	25	19	475
4.	0	5	0
		$\sum f = 31$	$\sum fx = 850$

This table presents that frequency of students' ability in understanding computer terms of software. There is 1 student who got score 75, 6 students got 50, 19 students got 25, and 5 students got 0. The total of the score is 850.

6) Part 6: The result of students' score in answering the test about computer terms of electronic communication

TABLE IV.1.6

THE STUDENTS' SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF ELECTRONIC COMMUNICATION

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	2	6	34	Fail
Student 2	3	6	50	Less
Student 3	3	6	50	Less
Student 4	3	6	50	Less
Student 5	2	6	34	Fail
Student 6	3	6	50	Less
Student 7	3	6	50	Less
Student 8	2	6	34	Fail
Student 9	2	6	34	Fail
Student 10	2	6	34	Fail
Student 11	2	6	34	Fail
Student 12	3	6	50	Less
Student 13	2	6	34	Fail
Student 14	2	6	34	Fail
Student 15	1	6	17	Fail
Student 16	2	6	34	Fail
Student 17	2	6	34	Fail
Student 18	2	6	34	Fail
Student 19	3	6	50	Less
Student 20	2	6	34	Fail
Student 21	1	6	17	Fail
Student 22	2	6	34	Fail
Student 23	2	6	34	Fail
Student 24	2	6	34	Fail
Student 25	2	6	34	Fail
Student 26	2	6	34	Fail
Student 27	1	6	17	Fail
Student 28	3	6	50	Less
Student 29	2	6	34	Fail
Student 30	1	6	17	Fail
Student 31	2	6	34	Fail
	∑= 66		∑= 1114 x = 35.9	Fail

This table presents that totals of correct answer is 66, number of question is 6, and total of the score is 1114, the mean is 35.9. The result of students' score in answering the test about computer terms of electronic communication is **Fail**

TABLE IV.1.6.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF ELECTRONIC COMMUNICATION

No	Score	Frequency	Total
1.	50	8	400
2.	34	19	646
3.	17	4	68
		$\sum f = 31$	$\sum fx = 1114$

This table presents the frequency of students' ability in understanding computer terms of electronic communication. There are 8 students who get score 50, 19 students get score 34, and 4 student get 17. Total score is 1114.

7) Part 7: The result of students' score in answering the test about computer terms of internet issues

TABLE IV.1.7

THE STUDENTS' SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF INTERNET ISSUES

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	3	4	75	Good
Student 2	1	4	25	Fail
Student 3	3	4	75	Good
Student 4	2	4	50	Less
Student 5	2	4	50	Less
Student 6	1	4	25	Fail
Student 7	1	4	25	Fail
Student 8	2	4	50	Less
Student 9	2	4	50	Less
Student 10	2	4	50	Less
Student 11	1	4	25	Fail
Student 12	2	4	50	Less
Student 13	2	4	50	Less
Student 14	2	4	50	Less
Student 15	3	4	75	Good
Student 16	2	4	50	Less
Student 17	2	4	50	Less
Student 18	1	4	25	Fail
Student 19	2	4	50	Less
Student 20	1	4	25	Fail
Student 21	2	4	50	Less
Student 22	1	4	25	Fail
Student 23	2	4	50	Less
Student 24	2	4	50	Less
Student 25	2	4	50	Less
Student 26	2	4	50	Less
Student 27	1	4	25	Fail
Student 28	1	4	25	Fail
Student 29	2	4	50	Less
Student 30	2	4	50	Less
Student 31	2	4	50	Less
	∑= 56		∑= 1400 x = 45.16	Fail

This table presents that total of correct answer is 56, number of question is 4, and total of the score is 1400, the mean is 45,16. The result of students' score in answering the test about computer terms of internet issues is categorized into **Fail**

TABLE IV.1.7.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF INTERNET ISSUES

No	Score	Frequency	Total
1.	75	3	225
2.	50	19	950
3.	25	9	225
		$\sum f = 31$	$\sum fx = 1400$

This table presents the frequency of students' ability in understanding computer terms of internet issues. There are 3 students who obtained the score 75, 19 students obtained 50, and 9 students obtained 25. Total score is 1400.

8) Part 8: The result of students' score in answering the test about computer terms of LANS and WANS

TABLE IV.1.8

THE STUDENTS' SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF LANS AND WANS

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	3	4	75	Good
Student 2	2	4	50	Less
Student 3	2	4	50	Less
Student 4	2	4	50	Less
Student 5	0	4	0	Fail
Student 6	4	4	100	Very Good
Student 7	2	4	50	Less
Student 8	1	4	25	Fail
Student 9	2	4	50	Less
Student 10	1	4	25	Fail
Student 11	2	4	50	Less
Student 12	1	4	25	Fail
Student 13	0	4	0	Fail
Student 14	0	4	0	Fail
Student 15	2	4	50	Less
Student 16	1	4	25	Fail
Student 17	2	4	50	Less
Student 18	3	4	75	Good
Student 19	1	4	25	Fail
Student 20	2	4	50	Less
Student 21	0	4	0	Fail
Student 22	2	4	50	Less
Student 23	0	4	0	Fail
Student 24	0	4	0	Fail
Student 25	0	4	0	Fail
Student 26	0	4	0	Fail
Student 27	0	4	0	Fail
Student 28	0	4	0	Fail
Student 29	0	4	0	Fail
Student 30	0	4	0	Fail
Student 31	0	4	0	Fail
	∑= 35		∑= 875 x = 28.2	Fail

This table presents that totals of correct answer is 35, number of question is 4, and total of the score is 875, the mean is 28,2. The result of students' score in answering the test about computer terms of LANS and WANS is categorized into **Fail**

TABLE IV.1.8.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF LANS AND WANS

No	Score	Frequency	Total
1.	100	1	100
2.	75	2	150
3.	50	10	500
4.	25	5	125
5	0	13	0
		$\sum f = 31$	$\sum fx = 875$

This table presents the frequency of students' ability in understanding computer terms of LANS and WANS. There is 1 student who got the score 100, 2 students got 75, 10 students got 50, 5 students got 25, and 13 students got 0. Total score is 875.

9) Part 9: The result of students' score in answering the test about computer terms of new technologies.

TABLE IV.1.9

THE STUDENTS SCORES IN ANSWERING THE TEST ABOUT COMPUTER TERMS OF NEW TECHNOLOGIES

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	3	5	60	Enough
Student 2	2	5	40	Fail
Student 3	3	5	60	Enough
Student 4	4	5	80	Very Good
Student 5	3	5	60	Enough
Student 6	3	5	60	Enough
Student 7	4	5	80	Very Good
Student 8	3	5	60	Enough
Student 9	2	5	40	Fail
Student 10	3	5	60	Enough
Student 11	2	5	40	Fail
Student 12	2	5	40	Fail
Student 13	3	5	60	Enough
Student 14	3	5	60	Enough
Student 15	4	5	80	Very Good
Student 16	3	5	60	Enough
Student 17	2	5	40	Fail
Student 18	2	5	40	Fail
Student 19	2	5	40	Fail
Student 20	1	5	20	Fail
Student 21	3	5	60	Enough
Student 22	3	5	60	Enough
Student 23	2	5	40	Fail
Student 24	4	5	80	Very Good
Student 25	2	5	40	Fail
Student 26	1	5	20	Fail
Student 27	3	5	60	Enough
Student 28	1	5	20	Fail
Student 29	1	5	20	Fail
Student 30	0	5	0	Fail
Student 31	1	5	20	Fail
	∑= 75		∑= 1500 x = 48.38	Less

This table presents that total of correct answer is 75, number of question is 5, and total of the score is 1500, the mean is 48,35. The result of students' score in answering the test about computer terms of new technologies is categorized into **Less.**

TABLE IV.1.9.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF NEW TECHNOLOGIES

No	Score	Frequency	Total
1.	80	4	320
2.	60	12	720
3.	40	9	360
4.	20	5	100
5	0	1	0
		$\sum f = 31$	$\sum fx = 1500$

This table presents the frequency of students' ability in understanding computer terms of new technologies. There are 4 students who got the score 80, 12 students got 60, 9 students got 40, 5 students got 20, and 1 student got 0. Total score is 1500.

b. Students' Reading Ability

TABLE IV.10

THE STUDENTS' SCORES IN READING ABILITY TEST IN UNDERSTANDING COMPUTER TERMS

Students No.	Correct answer	Number of Question	Total Score	Level
Student 1	14	20	70	Good
Student 2	15	20	75	Good
Student 3	17	20	85	Very Good
Student 4	15	20	75	Good
Student 5	15	20	75	Good
Student 6	15	20	75	Good
Student 7	16	20	80	Very Good
Student 8	17	20	75	Good
Student 9	16	20	80	Very Good
Student 10	13	20	65	Enough
Student 11	10	20	50	Less
Student 12	14	20	70	Good
Student 13	12	20	70	Good
Student 14	13	20	65	Enough
Student 15	14	20	70	Good
Student 16	13	20	65	Enough
Student 17	12	20	60	Enough
Student 18	12	20	60	Enough
Student 19	12	20	60	Enough
Student 20	11	20	55	Less
Student 21	13	20	65	Enough
Student 22	13	20	65	Enough
Student 23	12	20	60	Enough
Student 24	14	20	70	Good
Student 25	12	20	60	Enough
Student 26	11	20	55	Less
Student 27	13	20	65	Enough
Student 28	11	20	55	Less
Student 29	11	20	55	Less
Student 30	10	20	50	Less
Student 31	11	20	55	Less
	∑= 407		∑= 2035 x = 65.64	Enough

This table presents that total of correct answer is 407, number of question is 20, and total of the score is 2035, the mean is 65.64. The result of students' score in reading ability test is categorized into **Enough.**

TABLE IV.1.10

THE RANGE TOTAL FREQUENCY OF STUDENTS' READING ABILITY IN UNDERSTANDING COMPUTER TERMS

No	Score	Frequency	Total
1.	85	1	85
2.	80	2	160
3.	75	5	375
4.	70	5	350
5	65	6	390
6	60	5	300
7	55	5	275
8	50	2	100
		$\sum f = 31$	$\sum fx = 2035$

This table presents the frequency of students' reading ability. There are 1 student who got the score 85, 2 students got 80, 5 students got 75, 5 students got 70, 6 students got 65, 5 students got 60, 5 students got 55, and 2 students got 50. The total score is 2035.

2. Data Presentation of the Factor that Influence Students' Mastery of Computer Term.

In this part, the researcher gives questionnaire consisting of fifteen items to the students. It is used to identify the factors influencing the students' mastery computer of questionnaire by choosing following options, namely: always, often, sometimes, seldom, and never. Furthermore, it can be seen from the following table:

a. Internal Factors.

TABLE IV. 4.1.2.1

The Students Come on Time to English Class

Option	Alternative Answer	F	Percentage (%)
A	Always	28	70.00%
B	Often	10	25.00%
C	Sometimes	1	2.50%
D	Seldom	1	2.50%
E	Never	0	0%
Total		**40**	**100%**

The table shows that 28 (70%) of respondents always come to English class on time, 10 (25%) of respondents often to come on time, only 1 (2.5%) of respondent sometimes and seldom come to class on time, and nobody (0%) chooses never. It can be concluded that most of the students come to class on time.

TABLE IV. 4.1.2.2

The Students Pay Attention to the Teachers' Explanation

Option	Alternative Answer	F	Percentage (%)
A	Always	9	22.50%
B	Often	24	60.00%
C	Sometimes	5	12.50%
D	Seldom	2	5.00|%
E	Never	0	0%
Total		**40**	**100%**

From the table above, it can be described that 9 (22.5%) of respondents always pay attention to the teachers' explanation, 24 (60.00%) of respondents often pay attention, 5 (12.5%) of respondents sometimes pay attention, and nobody (0%) chooses never. It can be concluded that the students often pay attention to the teachers' explanation.

TABLE IV. 4.1.2.3

The Students Ask the Teacher if they do not Understand the Teachers' Explanation

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10.00%
B	Often	4	10.00%
C	Sometimes	16	40.00%
D	Seldom	15	37.50%
E	Never	1	2.5%
Total		**40**	**100%**

From the table above, it can be described that 4 (10%) of respondents always ask the teacher if they do not understand,. 4 (10%) of the students choose often, 16 (40%) of respondents choose sometimes, 15 (37.5%) of respondents choose seldom, and 1 (2.5%) of respondent chooses never. It can be concluded that some of the students sometimes ask the teachers' explanation.

Table IV. 4.1.2.4
The Students Study English Sincerely

Option	Alternative Answer	F	Percentage (%)
A	Always	14	35%
B	Often	6	15%
C	Sometimes	14	35%
D	Seldom	6	15%
E	Never	0	0%
Total		**40**	**100%**

From the table above, it can be described that 14 (35%) of respondents always study sincerely, 6 (15%) of respondents often study sincerely, 14 (35%) of respondents sometimes study sincerely, and 6 (15%) seldom study sincerely. Meanwhile, no one (0%) chooses never. In other words, he/she never studies sincerely. It can be taken the conclusion that the majority of the students **sometimes study sincerely**.

Table IV. 4.1.2.5

The Students Review English at Home

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	6	15%
C	Sometimes	18	45%
D	Seldom	9	22.5%
E	Never	4	10%
Total		**40**	**100%**

From the table above, it can be described that 3 (7.5%) of respondents always review English material at home, 6 (15%) of respondents often review material at home, 18 (45%) of respondents sometimes review the material at home, 9 (22.5%) of respondents seldom review English material at home, and only 4 (10%) of the respondents never review English material at home. Thus, the conclusion can draw that the majority of the respondents sometimes review the material at home.

TABLE IV. 4.1.2.6

The Students Respond on Memorizing Computer Terms

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10%
B	Often	8	20%
C	Sometimes	20	50%
D	Seldom	8	20%
E	Never	0	0%
Total		**40**	**100%**

From the table above, it can be described that 4 (10%) of respondents always respond on memorizing Computer terms, 8 (20%) of respondents often respond on memorizing Computer terms, 20 (50%) of respondents sometimes respond on memorizing Computer terms, 8 (20%) of respondent seldom respond on memorizing Computer terms, and nobody (0%) choose never, it means the students never respond on memorizing Computer terms. Thus, this can be taken the conclusion that the majority of the respondents **sometimes memorizing ccomputer terms.**

TABLE IV. 4.1.2.7

The Students Study Computer Terms at Home

Option	Alternative Answer	F	Percentage (%)
A	Always	5	12.5%
B	Often	3	7.5%
C	Sometimes	13	32.5%
D	Seldom	15	37.5%
E	Never	4	10%
Total		**40**	**100%**

From the table above, it can be described that 5 (12.5%) of respondents always study computer terms at home, 3 (7.5%) of respondents often study computer terms at home , 13 (32.5%) of respondents sometimes study computer terms at home, 15 (37.5%) of respondent seldom study computer

terms at home, and only 4 (10%) never study computer terms at home. So, the conclusion is that the majority of the respondents seldom study computer terms at home.

TABLE IV. 4.1.2.8

The Students Respond on Doing Homework at Home

Option	Alternative Answer	F	Percentage (%)
A	Always	9	22.5%
B	Often	17	42.5%
C	Sometimes	9	22.5%
D	Seldom	5	7.5%
E	never	0	0%
Total		**40**	**100%**

From the table above, it can be described that 9 (22.5%) of respondents always do homework at home, 17 (42.5%) of respondents often do homework at home, 9 (22.5%) of respondents sometimes do homework at home, 5 (7.5%) of respondents seldom do homework at home, and no one (0%) chooses never. It can be taken the major conclusion that the majority of the students **often do homework at home.**

b. External Factors

TABLE IV. 4.1.2.9

The Students Ask their Friends when they do not Understand Teacher's Explanation

Option	Alternative Answer	F	Percentage (%)
A	Always	18	45%
B	Often	9	22.5%
C	Sometimes	7	17.5%
D	Seldom	5	12.5%
E	never	1	2.5%
Total		**40**	**100%**

The table above describes that 18 (45%) of respondents always ask their friends when they do not understand the teacher' explanation, 9 (33.5%) of respondents choose often, 7 (17.5%) of respondents choose sometimes, 5 (12.5%) of respondents choose seldom, and only 1 (2.5%) chooses never. It can be concluded that the majority of the students **always ask their friends when they do not understand teacher's explanation.**

TABLE IV. 4.1.2.10

The Students Ask their Parents if they do not Understand about Computer Terms

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10%
B	Often	6	15%
C	Sometimes	7	17.5%
D	Seldom	14	35%
E	never	9	22.5%
Total		**40**	**100%**

The table above describes that 4 (10%) choose always, 6 (15%) of respondents choose often, 7 (17.5%) of respondents choose sometimes, 14 (35%) of respondents choose seldom, and 9 (22.5%) choose never. Thus, the conclusion of this is that the majority of the students **seldom ask their parents if they do not understand about computer terms.**

TABLE IV. 4.1.2.11

The Students and their Friends Make Study Group

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	14	35%
C	Sometimes	9	22.5%
D	Seldom	9	22.5%
E	never	5	12.5%
Total		**40**	**100%**

The table above describes that 3 (7.5%) of respondents always make study group, 14 (35%) of respondents often make study group, 9 (22.5%) of respondents sometimes make study group, 9 (22.5%) of respondents choose seldom., and 5 (12.5%) choose never. It can be concluded that the majority of the students **often make study group with their friends.**

TABLE IV. 4.1.2.12

The Students Concentrate although their Friends are Making Noise

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	4	10%
C	Sometimes	21	52.5%
D	Seldom	10	25%
E	Never	2	5%
Total		**40**	**100%**

The table above informs that 3 (7.5%) of respondents always concentrate on the study, 4 (10%) of respondents choose often, 21 (52.5%) choose sometimes, and only 2 (5%) choose never. It can be drawn the conclusion that the majority of the respondents **sometimes concentrate on the study even though their friends are making noise during the class.**

TABLE IV. 4.1.2.13

The Teacher Explains the Material Clearly

Option	Alternative Answer	F	Percentage (%)
A	Always	8	20%
B	Often	6	15%
C	Sometimes	22	55%
D	Seldom	4	10%
E	Never	0	0%
Total		**40**	**100%**

The table above shows that 38.8% of respondents can understand the teacher's explanation. Meanwhile, most of the students about 61.1% can not understand the teachers' explanation clearly. Therefore, it will influence them in using tag question.

TABLE IV. 4.1.2.14

The Teacher Uses Media in Teaching English

Option	Alternative Answer	F	Percentage (%)
A	Always	0	0%
B	Often	7	17.5%
C	Sometimes	13	32.5%
D	Seldom	15	37.5%
E	Never	5	12.5%
Total		**40**	**100%**

The table above shows that nobody 0% chooses always, 7 (17.5%) of respondents choose often, 13 (32.5%) of respondents choose sometimes, 15 (37.5) of respondents choose seldom, and 5 (12.5%) choose never. Thus, this table informs us that the majority of the teacher's respondents **seldom use the media in teaching English.**

Table IV. 4.1.2.15

The Teachers Give Motivation in Learning English

Option	Alternative Answer	F	Percentage (%)
A	Always	6	15%
B	Often	13	32.5%
C	Sometimes	12	30%
D	Seldom	8	20%
E	Never	1	2.5%
Total		**40**	**100%**

The table above shows that 6 (15%) of respondents said the teacher always gives motivation in learning English, 13 (32.5%) of respondents choose often, 12 (30%) of respondents choose sometimes, 8 (20%) of respondents choose seldom, and only 1 (2.5%) chooses never. It means that the majority of respondents said that the teacher **sometimes gives the motivation in learning English.**

B. Data Analysis

In the beginning of this chapter the writer has presented the data gathered in the research. The next, the writer will analyze them based on the previous data presentation. According to the title of this project paper "Correlation Study between Students Mastery of Computer Terms and Their Reading Ability at the Second Year students of SMK HASANAH PEKANBARU **",** the writer will analyze the Student's Mastery of computer terms to Increase Their Reading Ability at Second Year Students of SMK HASANAH PEKANBARU.

To analyze data, the following statistically formula was used to get the mean score (X), standard deviation (SD).

The students who can answer all of items can get 100. The results of the students' score then the writer interprets to the scale from Anas Sudijono (2003:35) as follows:

TABLE IV.2

The Score of Students' Ability Level

The Score of Ability Level	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
46 – 55	Less
0 – 45	Fail

1. The students' ability in understanding computer terms of input devices.

TABLE IV.2.1

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF INPUT DEVICES

No	Classification	Frequency	Percentage
1.	Very Good	0	0 %
2.	Good	6	20 %
3.	Enough	0	0 %
4.	Less	14	45 %
5.	Fail	11	35 %
		31	100%

From the table is identified that there are 0 student (0%) in Very Good category, 6 students (20%) good category, 0 student (0%) enough category, 14 students (45%) in less category, and 11 students (35%) in fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1400}{31} \times 100$$

$$P = 45.16\ \%$$

TABLE IV.2.1.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF INPUT DEVICES

No	Score	Frequency	Total
1.	75	6	450
2.	50	14	700
3.	25	10	250
4.	0	1	0
		∑f = 31	∑fx = 1400

The Mean of students' score in input devices is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1400}{31} = 45.16}$$

Based on the **mean score** above, it can be concluded that the students' ability in understanding input devices term is **Fail** (45,16).

2. The students' ability in understanding computer terms of process devices.

TABLE IV.2.2

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF PROCESS DEVICES

No	Classification	Frequency	Percentage
1.	Very Good	1	3 %
2.	Good	0	0 %
3.	Enough	3	10 %
4.	Less	0	0 %
5.	Fail	27	87 %
		31	100%

From the table, it is known that there are 1 student (3%) in very good category, 0 students (0%) in good category, 3 students (10%) in enough category, 0 student (0%) in less category, and 27 students (87%) in fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1140}{31} \times 100$$

$$P = 36.77\ \%$$

TABLE IV.2.2.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF PROCESS DEVICES

No	Score	Frequency	Total
1.	80	1	80
2.	60	3	180
3.	40	18	720
4.	20	8	160
5	0	1	0
		$\sum f = 31$	$\sum fx = 1140$

This table presents that frequency of students' ability in understanding computer terms of process devices. There are 1 student who obtained score 80, 3 students obtained score 60, 18 students obtained score 40, 8 students obtained score 20, and 1 student obtained 0. Total score is 1140.

The mean of students' score in process devices is as follows:

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1140}{31} = 36.77}$$

Based on the **Mean** score above, it can be concluded that the students' ability in understanding process devices term is **Fail.**

3. The students' ability in understanding computer terms of output devices.

TABLE IV.2.3

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF OUTPUT DEVICES

No	Classification	Frequency	Percentage
1.	Very Good	2	5 %
2.	Good	16	52 %
3.	Enough	7	23 %
4.	Less	0	0 %
5.	Fail	6	20 %
		31	100%

From the table is identified that there are 2 students (5%) in Very Good category, 16 students (52%) good category, 7 students (23%) enough category, 0 students (0%) in less category, and 6 students (20%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1900}{31} \times 100$$

$$P = 61.29\ \%$$

TABLE IV.2.3.1

THE RANGE TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF OUTPUT DEVICES

No	Score	Frequency	Total
1.	100	2	200
2.	75	16	1200
3.	50	7	350
4.	25	6	150
		$\sum f = 31$	$\sum fx = 1900$

This table presents that frequency of students' ability in understanding computer terms of output devices. There are 2 students who obtained score 100, 16 students obtained score 75, 7 students obtained score 50, and 6 students obtained 25. Total score is 1900.

The Mean of students' score output devices is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1900}{31} = 61.29}$$

Based on the Mean score above, it can be concluded that the students' ability in understanding output devices term is **enough.**

4. The students' ability in understanding computer terms of storage devices.

TABLE IV.2.4

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF STORAGE DEVICES

No	Classification	Frequency	Percentage
1.	Very Good	0	0 %
2.	Good	5	16 %
3.	Enough	0	0 %
4.	Less	10	32 %
5.	Fail	16	52 %
		31	100%

From the table is found out that there are 0 students (0%) in Very Good category, 5 students (16%) good category, 0 student (0%) enough category, 10 students (32%) in less category, and 16 students (52%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1225}{31} \times 100$$

P = 39.51 %

TABLE IV.2.4.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF STORAGE DEVICES

No	Score	Frequency	Total
1.	75	5	375
2.	50	10	500
3.	25	14	350
4.	0	2	0
		∑f = 31	∑fx = 1225

This table presents that frequency of students' ability in understanding computer terms of storage devices. There are 5 students who obtained score 75, 10 students obtained score 50, 14 students obtained score 25, and 2 student obtained 0. Total score is 1225.

The Mean of students' score in storage devices is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1225}{31} = 39.51}$$

Based on the Mean score above, it can be concluded that the students' ability in understanding storage devices term is **Fail.**

5. The students' ability in understanding computer terms of software.

TABLE IV.2.5

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING OF COMPUTER TERMS OF SOFTWARE

No	Classification	Frequency	Percentage
1.	Very Good	0	0 %
2.	Good	1	3 %
3.	Enough	6	20 %
4.	Less	0	0 %
5.	Fail	24	77 %
		31	100%

From the table is identified that there are 0 students (0%) in Very Good category, 1 student (3%) good category, 6 students (20%) enough category, 0 students (0%) in less category, and 24 students (77%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{850}{31} \times 100$$

$$P = 27.41\ \%$$

TABLE IV.2.5.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF SOFTWARE

No	Score	Frequency	Total
1.	75	1	75
2.	50	6	300
3.	25	19	475
4.	0	5	0
		$\sum f = 31$	$\sum fx = 850$

This table presents that frequency of students' ability in understanding computer terms of software. There are 1 student who obtained score 75, 6 students obtained score 50, 19 students obtained score 25, and 5 students obtained 0. Total score is 850.

The Mean of students' score in software is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{850}{31} = 27.41}$$

Based on the Mean score above, it can be concluded that the students' ability in understanding software term is **fail.**

6. The students' ability in understanding computer terms of electronic communication.

TABLE IV.2.6.

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF ELECTRONIC COMMUNICATION

No	Classification	Frequency	Percentage
1.	Very Good	0	0 %
2.	Good	0	0 %
3.	Enough	0	0 %
4.	Less	8	26 %
5.	Fail	23	74%
		31	100%

From the table is obtained that there are 0 student (0%) in Very Good category, 0 student (0%) good category, 0 student (0%) enough category, 8 students (26%) in less category, and 23students (74%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1114}{31} \times 100$$

$$P = 35.9\%$$

TABLE IV.2.6.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF ELECTRONIC COMMUNICATION

No	Score	Frequency	Total
1.	50	8	400
2.	34	19	646
3.	17	4	68
		∑f = 31	∑fx = 1114

This table presents that frequency of students' ability in understanding computer terms of electronic communication. There are 8 students obtained score 50, 19 students obtained score 34, and 4 student obtained 17. Total score is 1114.

The Mean of students' score in electronic communication is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1114}{31} = 35.9}$$

Based on the Mean score above, it can be concluded that the students' ability in understanding electronic communication term is **fail.**

7. The students' ability in understanding computer terms of internet issues.

TABLE IV.2.7

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF INTERNET ISSUES

No	Classification	Frequency	Percentage
1.	Very Good	0	0 %
2.	Good	3	10 %
3.	Enough	0	0 %
4.	Less	19	61 %
5.	Fail	9	29 %
		31	100%

From the table, it is identified that there are 0 student (0%) in Very Good category, 3 students (10%) good category, 0 student (0%) enough category, 19 students (61%) in less category, and 9 students (29%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1400}{31} \times 100$$

$$P = 45.16\ \%$$

TABLE IV.2.7.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF INTERNET ISSUES

No	Score	Frequency	Total
1.	75	3	225
2.	50	19	950
3.	25	9	225
		∑f = 31	∑fx = 1400

This table presents that frequency of students' ability in understanding computer terms of internet issues. There are 3 students who obtained score 75, 19 students obtained score 50, and 9 students obtained score 25. Total score is 1400.

The Mean of students' score in internet issues is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1400}{31} = 45.16}$$

Based on the Mean score above, it can be concluded that the students' ability in understanding internet issues term is **fail.**

8. The students' ability in understanding computer terms of LANS and WANS.

TABLE IV.2.8

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF LANS AND WANS

No	Classification	Frequency	Percentage
1.	Very Good	1	3 %
2.	Good	2	7 %
3.	Enough	0	0 %
4.	Less	10	32 %
5.	Fail	18	58 %
		31	100%

From the table, it is obtained that there are 1 student (3%) in Very Good category, 2 students (7%) good category, 0 student (0%) enough category, 10 students (32%) in less category, and 18 students (58%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{875}{31} \times 100$$

$$P = 28.2\ \%$$

TABLE IV.2.8.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF LANS AND WANS

No	Score	Frequency	Total
1.	100	1	100
2.	75	2	150
3.	50	10	500
4.	25	5	125
5	0	13	0
		$\sum f = 31$	$\sum fx = 875$

This table presents that frequency of students' ability in understanding computer terms of LANS and WANS. There is 1 student who obtained score 100, 2 students obtained score 75, 10 students obtained score 50, 5 students obtained 25, and 13 students obtained 0. Total score is 875.

The Mean of students' score in LANS and WANS is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{875}{31}}$$

$$\mathbf{M = 28.2}$$

Based on the Mean score above, it can be concluded that the students' ability in understanding LANS and WANS term is categorized into **fail.**

9. The students' ability in understanding computer terms of New Technologies.

TABLE IV.2.9

THE PERCENTAGE OBTAINED OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF NEW TECHNOLOGIES

No	Classification	Frequency	Percentage
1.	Very Good	4	13 %
2.	Good	0	0 %
3.	Enough	12	39 %
4.	Less	0	0 %
5.	Fail	15	48 %
		31	100%

From the table, it is identified that there are 4 students (13%) in very good category, 0 student (0%) good category, 12 students (39%) enough category, 0 students (0%) in less category, and 15 students (48%) fail category.

The percentage score is:

$$P = \frac{\sum fx}{N} \times 100$$

$$P = \frac{1500}{31} \times 100$$

$$P = 48.38\ \%$$

TABLE IV.2.9.1

TOTAL FREQUENCY OF STUDENTS' ABILITY IN UNDERSTANDING COMPUTER TERMS OF NEW TECHNOLOGIES

No	Score	Frequency	Total
1.	80	4	320
2.	60	12	720
3.	40	9	360
4.	20	5	100
5	0	1	0
		$\sum f = 31$	$\sum fx = 1500$

This table presents that frequency of students' ability in understanding computer terms of new technologies. There are 4 students who obtained score 80, 12 students obtained score 60, 9 students obtained score 40, 5 student obtained 20, and 1 student obtained 0. Total score is 1500.

The Mean of students' score in new technologies is as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{1500}{31} = 48.38}$$

Based on the Mean score above, it can be concluded that the students ability in understanding new technologies term is **less.**

10. Students' ability in understanding computer terms

In order to found out the students' ability in understanding computer terms, the writer should find the total frequency achievement every term of computer terms. The total frequency achievement range of the students' ability in understanding computer terms

The Mean of students' score in every term of computer terms can be seen in Table below

Table IV.2.10

Total Mean Score

NO	Term of Computer Terms	Mean Score
1	Input devices	55.16
2	Process devices	56.77
3	Output devices	61.29
4	Storage devices	59.51
5	Software	67.41
6	Electronic Communication	65.9
7	Internet Issues	65.16
8	LANS and WANS	68.2
9	New Technologies	68.38
		∑Mx = 567.78

$$\textbf{Mtot} = \frac{M1 + M2 + M3 + M4 + M5 + M6 + M7 + M8 + M9}{9}$$

$$\textbf{Mtot} = \frac{567,78}{9}$$

Mtot = 63.08

The result the table above shows us that the students' ability in understanding computer terms is **Enough**, because the total Mean score 63.08 is in **Enough category**.

11. Students' Reading Ability

TABLE IV.2.11

THE RANGE TOTAL FREQUENCY OF STUDENTS' READING ABILITY IN UNDERSTANDING COMPUTER TERMS

No	Score	Frequency	Total
1.	85	1	85
2.	80	2	160
3.	75	5	375
4.	70	5	350
5	65	6	390
6	60	5	300
7	55	5	275
8	50	2	100
		$\sum f = 31$	$\sum fx = 2035$

This table presents that frequency of students' ability in understanding computer terms of new technologies. There is 1 student who obtained score 85, 2 students obtained score 80, 5 students obtained score 75, 5 student obtained 70, 6 student obtained 65, 5 student obtained 60, 5 student obtained 55, and 2 students obtained 50. Total score is 2035.

The Mean of students' score in new technologies as follows

$$\mathbf{M = \frac{\Sigma fx}{N}}$$

$$\mathbf{M = \frac{2035}{31} = 65.64}$$

Based on the Mean score above, it can be concluded that the students ability in understanding new technologies term is **Enough.**

12. Calculation the Correlation Coefficient (*r*)

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left(\sum fx'^2 - \frac{(\sum fx')^2}{N}\right)\left(\sum fy'^2 - \frac{(\sum fy')^2}{N}\right)}}$$

The step facilitate the calculation of the correlation coefficient. They are:

a. Make a map correlation

1) Look for the lowest value (L) and the highest value (H) in variable X

   a) Fill in the sell by tally and then added up.

   b) fx and fy

      Add up the frequency of a value in the same row and column

   c) x' and y'

1) fx' and fy'

Make a conjecture of X and Y, important to choose the middle conjecture to make easier.

2) Calculate or Multiplicities fx and x'

3) fx'^2 and fy'^2

4) Calculate fx and x'^2

5) $x'\ y'$

From the correlation above, the result is :

$N = 31$

$\sum fx' = 41$

$\sum fx'^2 = 305$

$\sum fy' = 38$

$\sum fy'^2 = 272$

$\sum x'y' = 277$

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left(\sum fx'^2 - \frac{(\sum fx')^2}{N}\right)\left(\sum fy'^2 - \frac{(\sum fy')^2}{N}\right)}}$$

$$r_{xy} = \frac{277 - \frac{(41)(38)}{31}}{\sqrt{\left(305 - \frac{(41)^2}{31}\right)\left(272 - \frac{(38)^2}{31}\right)}}$$

$$r_{xy} = \frac{277 - 50.25}{\sqrt{(305 - 1.32)(272 - 1.22)}}$$

$$r_{xy} = \frac{277 - 50.25}{\sqrt{(303.68)(270.78)}}$$

$$r_{xy} = \frac{226.75}{286.68}$$

$$r_{xy} = 0.79$$

b. Give the Interpretation

1) Ha is accepted if $r_{xy} = 0$ or it can be said that there is a significant correlation between X and Y
2) Ho is accepted if $r_{xy} > 0$ or there is no significant correlation between X and Y

c. Appropriate to the value list of "r" Product Moment

rt significant 5% = 0.349

rt significant 1% = 0.449

d. Compare r_o and r_t

1) Ha is accepted if $r_{xy} = 0$ or it can be said that there is a significant correlation between X and Y
2) Ho is accepted if $r_{xy} > 0$ or there is no significant correlation between X and Y
3) rt significant 5% = 0.349
4) rt significant 1% = 0.449

If it compared to rt, it is found that $r_{xy} = 0.79$. although each significant standard for 5% is 0.349 and 1% is 0.449 respectively, it can be formulated 0.349(0.79) 0.449(0.79) is higher than r product moment. It means both at 5% and 1% are significant levels. Consequently, the alternative hypothesis is accepted. It indicates that **there is a significant correlation between students'**

mastery computer terms their reading ability at second year students of SMK Hasanah Pekanbaru.

e. The Hypothesis Examination

To prove the alternative hypothesis, there is a significant correlation between students' mastery computer terms with reading ability at second year students of SMK Hasanah Pekanbaru. Thus (Ha) is accepted because the probably score is $0.449 < 0.79 > 0.349$. therefore, (Ho) is rejected because the result r_{xy} is higher that r_t.

Pertaining to **second formulation** of the research problem, it shows **there is a significant correlation between students' mastery computer terms their reading ability at second year students of SMK Hasanah Pekanbaru**. It can be proved from the data analysis derived from mastery computer terms and students reading scores.

The third formulation of this research is "What are the factors that influence their mastery of computer terms toward reading ability? It is found out based on the questionnaire given to them that the influenced factors are caused by:

1) Internal factor :

Lack of motivation that is they sometimes ask the teacher if they don't understand the teachers' explanation, they sometimes review their English lesson at home, and they sometimes respond on memorizing computer terms as well as doing homework at home. . .

2) External factor:

The influence of external factor is the following :

(a) Although the students know that their parents or friends know about computer, they seldom ask their parents and friends if they don't understand about it.

(b) The second external factor is that the teacher seldom uses media in teaching English, and he or she sometimes motivates them in teaching and learning process. and he

CHAPTER V
THE CONCLUSION AND THE SUGGESTION

A. Research Conclusion

This research was carried out to measure the correlation between students' mastery of computer terms with their reading ability and to find out what factors that influence their mastery computer terms. The technique used to collect the data is test and questionnaire. Test is used to measure the correlation between students mastery of computer terms with their reading ability and the questionnaire was used to measure the factors that influence their mastery of computer terms.

Based on the result of the data analysis in chapter V, the conclusion can be drawn as the follows:

1. The first formulation of the problem is "How are students reading ability in mastering computer terms?" The answer is **ENOUGH.** It is based on the result of test given because based on the table of students' classification score. It can be proved that from the mean of students' reading ability score **65.64** is categorized **enough level**.
2. The second formulation, "Is there any correlation between student mastery of computer terms with their reading ability?" because it compared to rt, it is found that $r_{xy} = 0.79$. Although each significant standard for 5% is 0.349 and 1% is 0.449 respectively, it can be formulated 0.349(0.79) 0.449(0.79) is higher than r product moment. It means both at 5% and 1% are significant levels. Consequently, the alternative hypothesis is accepted. It indicates that **there is a significant correlation between students' mastery computer**

terms with reading ability at second year students of SMK Hasanah Pekanbaru.

3. The third formulation is "What are the factors that influence the students' mastery of computer terms toward their reading ability?. Based on the finding, it shows that they are influenced by having lack of motivation as internalfactor, while external factor the students are reluctant to ask their parents or friends about computer eventhough they have known that theyhave mastered it. Furthermore, the teacher seldom uses mediathem in teaching and sometimes motivate them in teaching and learning process.

B. Suggestion

Based on the conclusion stated above, then the writer tries to give some suggestions, as follow:

1. Suggestion for Teachers
   a. The teachers have to give motivation to the students in order to understand the computer term, and to increase their reading ability in mastery of computer terms.
   b. The teachers are expected to improve the method and technique of teaching computer terms
   c. The teachers are suggested to be able to attract the students' interest and their reading ability in mastery computer terms by using various techniques and be more creative in teaching and learning process.

2. Suggestion for the Students

   a. The students always improve their vocabularies in order to master computer terms

   b. The students should learn English about computer terms seriously.

   c. All of the second year students of SMK HASANAH must be able to master software and hardware terms by studying hard and seriously.

   d. At last,they must have high motivation when they learn computer in English class.

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APPENDIX

Instruksi :

1. Angket ini hanya digunakan untuk melengkapi penelitian yang tidak akan mempengaruhi nama dan nilai anda.
2. Berilah tanda silang (X) untuk alternatif jawaban yang paling mendekati keadaan anda.
3. Terimakasih atas kesediaan dan bantuan anda untuk mengisi angket ini.

1. The students come on time to English class

   a. Always b. Often c. Sometimes d. Seldom e. Never

2. The students pay attention to the teachers' explanation

   a. Always b. Often c. Sometimes d. Seldom e. Never

3. The students ask the teacher if they do not understand the teachers' explanation

   a. Always b. Often c. Sometimes d. Seldom e. Never

4. The students study English sincerely

   a. Always b. Often c. Sometimes d. Seldom e. Never

5. The students review English at home

   a. Always b. Often c. Sometimes d. Seldom e. Never

6. The students respond on memorizing computer terms

   a. Always b. Often c. Sometimes d. Seldom e. Never

7. The students study computer terms at home

   a. Always b. Often c. Sometimes d. Seldom e. Never

8. The students respond on doing homework at home

   a. Always b. Often c. Sometimes d. Seldom e. Never

9. The students ask their friends when they do not understand teacher's explanation

   a. Always b. Often c. Sometimes d. Seldom e. Never

10. The students ask their parents if they do not understand about computer terms

    a. Always b. Often c. Sometimes d. Seldom e. Never

11. The students and their friends make study group

    a. Always b. Often c. Sometimes d. Seldom e. Never

12. The students concentrate although their friends are making noise

a. Always b. Often c. Sometimes d. Seldom e. Never

13. The teacher explains the material clearly

b. Always b. Often c. Sometimes d. Seldom e. Never

14. The teacher uses media in teaching English

a. Always b. Often c. Sometimes d. Seldom e. Never

15. The teachers give motivation in learning English

a. Always b. Often c. Sometimes d. Seldom e. Never

The Recapitulation of the Students' Mastery on Reading Computer Terms

No Of Item	Alternative Answers											
	A		B		C		D		E		Amount	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	Mean
1	28	70.00	10	25.00	1	2.50	1	2.50	0	0	40	4.62
	140		40		3		2		0		185	
2	9	22.50	24	60.00	5	12.50	2	5.00	0	0	40	4.00
	45		96		15		4		0		160	
3	4	10.00	4	10.00	16	40.00	15	37.50	0	2.50	40	2.85
	20		16		48		30		0		114	
4	14	35.00	6	15.00	14	35.00	6	15.00	0	0	40	3.70
	70		24		42		12		0		148	
5	3	7.50	6	15.00	18	45.00	9	22.50	4	10.00	40	2.87
	15		24		54		18		4		115	
6	4	10.00	8	20.00	20	50.00	8	20.00	0	0	40	3.20
	20		32		60		16		0		128	
7	5	12.50	3	7.50	13	32.50	15	37.50	4	10.00	40	3.37
	50		12		39		30		4		135	
8	9	22.50	17	42.50	9	22.50	5	7.50	0	0	40	3.75
	45		68		27		10		0		150	
9	18	45.00	9	22.50	7	17.50	5	12.50	1	2.50	40	3.95
	90		36		21		10		1		158	
10	4	10.00	6	15.00	7	17.50	14	35.00	9	22.50	40	2.55
	20		24		21		28		9		102	
11	3	7.50	14	35.00	9	22.50	9	22.50	5	12.50	40	3.02
	15		56		27		18		5		121	
12	3	7.50	4	10.00	21	52.50	10	25.00	2	5.00	40	2.90
	15		16		63		20		2		116	
13	8	20.00	6	15.00	22	55.00	4	10.00	0	0	40	3.45
	40		24		66		8		0		138	
14	0	0	7	17.50	13	32.50	15	37.50	5	12.50	40	2.55
	0		28		39		30		5		102	
15	6	15.00	13	32.50	12	30.00	8	20.00	1	2.50	40	3.37
	30		52		36		16		1		135	
Total											600	2007
											2007	3.34
Mean											3.34	3.34

CURRICULUM VITAE

WINARSIH, lahir di Urung Kec. Kundur Utara Kab. Karimun-Kepri pada tanggal 01 April 1987. Anak pertama dari pasangan Mujiono dan Sutinah. Pendidikan formal yang ditempuh oleh penulis adalah Sekolah Dasar Negeri 010 Sungai Ungar Kec. Kundur Kab. Karimun-Kepri, lulus pada tahun 2000, selanjutnya penulis melanjutkan pendidikan kejenjang sekolah menengah pertama yaitu SMP Negeri 2 Kundur Kab. Karimun Kepri, lulus pada tahun 2003.

Setelah itu, penulis melanjutkan kejenjang sekolah menengah atas yaitu SMA Negeri 2 Kundur Utara Kab. Karimun-Kepri, dan lulus pada tahun 2005. Kemudian pada tahun 2005 juga penulis melanjutkan studi ke Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN Suska Riau). Selama masa perkuliahan, penulis banyak mendapat pengalaman. Pada bulan Juli s/d Agustus 2008 penulis melaksanakan Kuliah Kerja Nyata (KKN) di Desa Lubuk Dalam, Siak. Selain itu, penulis melaksanakan Program Pengalaman Lapangan (PPL) di SMPN Lubuk Dalam

Alhamdulillah, Pada bulan Oktober 2011 penulis dapat menyelesaikan studi S1 di Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dan berhak menyandang gelar Sarjana Pendidikan (S.Pd.).